

**CLASSROOM TECHNIQUE USED BY THE LECTURER TO DEVELOP
STUDENTS READING SKILL IN ENGLISH SUBJECT AT LAW
FACULTY OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

**by
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UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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PUBLICATION ARTICLE

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Accepted and Approved by Board of Examiners

School of Teacher Training and Education

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ABSTRACT

This research is aimed at describing the type of classroom technique, the implementation of each classroom technique, teachers' role, and students' role in developing students English reading skill at Law Faculty of Muhammadiyah University of Surakarta. The type of this research is descriptive qualitative research. The method for collecting the data is interview and observation. The result of this research shows the classroom techniques used by the lecturer are reading aloud, silent reading, translating sentences, summarizing, and question and answer. The implementation of each classroom techniques are: 1) The implementation of reading aloud by asking the students to read the text by pronouncing the word in front of the class. 2) The implementation of silent reading by asking the students to read the text without pronouncing the word and just read the text for their ownself. 3) The implementation of translating sentence by asking the student to translate some words or sentences based on text. 4) The implementation of summarizing by asking the students to find the main idea of the text and retell with their own word. 5) The implementation of question and answer by asking the students to answer the five questions which follow the text or the question from the teacher. The teachers has important roles as: 1) a planner 2) a model 3) a controller 4) a motivator. The roles of the students' are: 1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom 2) The learner is monitor and evaluator of his or her own progress 3) The learner is a tutor and member of a group that learns by interacting with others. The researcher concludes that the lecturer used classroom technique in developing the students' English reading skill at Law Faculty of Muhammadiyah University of Surakarta.

Key words: classroom technique, reading skill, descriptive qualitative research, teachers' role, students' role.

ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan tipe teknik kelas, penerapan masing-masing teknik kelas, peran guru, dan peran siswa untuk meningkatkan keterampilan membaca Bahasa Inggris mahasiswa di Fakultas Hukum Universitas Muhammadiyah Surakarta. Tipe penelitian ini adalah deskriptif kualitatif. Metode untuk mengumpulkan data adalah wawancara dan observasi. Hasil dari penelitian ini menunjukkan bahwa teknik yang digunakan di kelas oleh dosen: 1) membaca keras, 2) membaca tanpa suara, 3) menerjemahkan kalimat, 4) meringkas, dan 5) menanya dan menjawab. Penerapan tiap teknik kelas adalah: 1) penerapan membaca keras dengan meminta siswa untuk membaca teks dengan melafalkan hurufnya di depan kelas dengan suara keras 2) penerapan membaca tanpa suara dengan meminta siswa membaca teks tanpa melafalkan hurufnya dan hanya membaca teks untuk dirinya sendiri 3) penerapan menerjemahkan kalimat dengan meminta siswa untuk menerjemahkan kata atau kalimat kalimat pada teks. 4) penerapan meringkas dengan meminta siswa untuk menemukan topik utama sebuah teks dan menjelaskan dengan bahasa mereka sendiri 5) penerapan menanya dan menjawab dengan meminta siswa menjawab pertanyaan pada teks atau pertanyaan dari guru. Guru mempunyai peran penting sebagai 1) perencana, 2) model, 3) pengendali, 4) motivator. Peran siswa adalah sebagai 1) perencana pembelajaran bagi dirinya sendiri dan bertanggung jawab atas apa yang dilakukannya di kelas, 2) monitor dan evaluator dari kemajuan mereka sendiri, 3) tutor dan

bagian dari kelompok yang belajar dengan interaksi dengan yang lainnya. Peneliti menyimpulkan bahwa dosen menggunakan teknik kelas untuk meningkatkan ketrampilan siswa membaca Bahasa Inggris di Fakultas Hukum Universitas Muhammadiyah Surakarta.

Kata kunci: *teknik kelas, kemampuan membaca, penelitian deskriptif kualitatif, peran guru, peran siswa.*

1. INTRODUCTION

English is one of the languages that we have to learn, because nowadays English language is being an international language. Learning English can be learned on everywhere not always in a formal school. In teaching English, there are four skills that the learner has to learn; speaking, writing, reading, and listening. Those skills can improve the students' ability to learn English well. The four skills above have different difficult level at the students. And every language skill has a different classroom technique too. According to Fauziati (2015:115) there is obvious implication for teaching reading skill. The most important skill that the students have to master is reading skill. Reading is understanding a message conveyed by the writer through visual and non-visual information (Smith, 1991:9). By reading, we can get the information about something, and so many functions that we already have when we read. But not all of the reader can get the information enough from the text that they have read. Some readers are difficult to understand the main idea of some texts.

Nowadays, reading a text book, newspaper, etc is a boring activity for the students. The students are more interested on watching the video. That case is example of problem for the teacher to make a unique technique when teaching reading skill to the students. In Law Faculty, reading is the most important thing that they have to learn and do. When they become a lawyer they have to read a problem from their client. They have to show what kind of punishment for their client about their mistake. For being a lawyer they has to read more to adding their knowledge. In order to help language learners develop their reading skills, two kinds of activity should be considered, namely; activities to improve their bottom-up (text-based processing) skills and activities to develop the top-down (knowledge-based processing) skills. The teacher has to practice English materials with unique technique so the students enjoy and easily understand.

In order to help language learners develop their reading skills, according to Wallace (1996:54-56) there are two techniques for teaching reading, namely; silent reading and reading aloud. Silent reading is particularly important in society that calls for making one's way through much reading material. This technique depend to a great extent on the development of good set of physical habits. Eye focus, effective eye-hand coordination smooth left to right eye movements are basic perceptual and motor skill not must be well

develop. Make sure the material they are reading is not too difficult for them, because these habits are sometimes the result of frustration with too hard reading material. Reading aloud is for students to listen with their book closed as he/she reads the selection aloud. Go through it a second time with book open and the students following the reading aloud focusing on how they pronounce the word, teacher and learner might profit from sharing knowledge of particular topics and discussing of particular genres in the actual course of reading. Based on explanation above, the lecturer has to practice that technique on the students while teaching-learning process with the right direction to the students. So the students can easily understand on what they will do. The right technique used by the lecturer can improve the students' English reading skill.

The study is different with the previous study from Zakaria (2008). Improving Students' Reading Skill through Collaborative Learning Approach (A Pre-experimental Study at the Eighth Grade of SMP Islam Nur Insan Tangerang), Department of English Education, UIN Syarif Hidayatullah Jakarta. In this research, the writer used pre-experimental method by using one group pre-test and post-test design where the students would be given a pre-test before starting the treatment and post-test after the treatment at the eighth grade of SMP Islam Nur Insan Tangerang. The results of the study are expected to provide useful about collaborative learning approach in improving students' reading skill at the eighth grade of SMP Islam Nur Insan Tangerang. The study will deliver useful information or it can be used as basic information and reference for further researchers who are interested in conducting similar studies. The researcher concluded that the collaborative learning approach using one group pre-test and one group post-test to improve the students' reading skill are successfully implemented in the eighth grade of SMP Islam Nur Insan Tangerang. In this study, the researcher not using Collaborative Learning Approach but using a classroom technique to develop students' reading skill such as reading aloud, silent reading, translating sentence, summarizing, and question and answer. Those technique can develop the students' reading skill at Law Faculty of Muhammadiyah University of Surakarta while the teacher implemented with the right direction in the classroom.

The teacher has to practice English materials with unique technique so the students enjoy and easily understand. The objective of this study are to describe the kind of classroom technique to develop the students' reading skill, to describe the classroom technique is implemented by the teacher, to describe the teachers' role in English subject at Law Faculty of Muhammadiyah University of Surakarta, and to describe the students' role in English subject at Law Faculty of Muhammadiyah University of Surakarta.

This study using descriptive qualitative technique to analyze the data. Such as; first, data reduction. In this session, the researcher reduced the data that have been collected by observing. The researcher uses the important data to support the answer of the problem related to the implementation of teaching learning process of reading skill and the problem that the students facing. Second, data display. The researcher display the data that are taken for the data reduction. The researcher describes the information from observation and interview. By presenting the data, the researcher could make the analysis or take actions based on her understanding. And the last is conclusion and verification. The researcher draws the conclusions based on the related data. To verify the data, the writer uses triangulations to analyze the data from the result of observation, document, and interview. That way can help to validate the findings. The data will be valid and trusted using the validation of the data. It means that if there are any differences between the respondent and the information, the validation of the data are doubtful.

2. RESEARCH METHOD

This study analyzes the type of classroom techniques that the lecturer uses in developing during students' reading skill, the implementation of the technique, teachers' role, and students' role in English subject at Law Faculty of Muhammadiyah University of Surakarta. The object of this study is classroom technique in teaching reading skill Law Faculty of Muhammadiyah University of Surakarta. The subject is the students of Law Faculty of Muhammadiyah University of Surakarta. The data of this research are the technique of the teacher during teaching learning process and information from the teacher and the students about the technique in teaching English reading skill at Law Faculty of Muhammadiyah University of Surakarta. There are three data sources of this study, namely; event, informants, and document. To collect the data, the researcher using observation, interview, and document. After the data collected, the data analyzed by using descriptive qualitative technique such as; data reduction, data display, and conclusion and verification.

3. RESEARCH FINDING AND DISCUSSION

The writer described the research findings and discussion of classroom techniques used by the lecturer in developing students' reading skill at Law Faculty of Muhammadiyah University of Surakarta. The researcher divides the researcher findings into four parts; 1) Type of classroom techniques in teaching reading skill 2) The implementation of classroom

techniques in teaching reading skill 3) Teacher's role in classroom techniques 4) Students' role.

3.1. Types of classroom techniques in developing students' reading skill

Classroom technique is important thing in teaching learning process to reach the goal of the teacher. In teaching reading skill at Law Faculty of Muhammadiyah University of Surakarta, the teacher used some classroom techniques, such as;

3.1.1 Reading Aloud

Reading aloud is reading a text with audible pronunciation and intonation. This technique can improve the pronunciation and intonation of the students'. The teacher can correct the pronunciation and intonation while the students read the text. The researcher found the technique of reading aloud as the result of the interview and observation at Law Faculty of Muhammadiyah University of Surakarta. For example, when the teacher tells about advertisement text, the teacher ask to the students to open their book and then, read the text loudly in front of class one by one. The material is from *Introduction to the Standardized English Test* book. The teacher discusses advertisement text page 180. For example:

Teacher : "Open your book page 180. Read the advertisement in front of the class. I will call your name one by one."

"Salsa, please read the text!"

Salsa : "Job advertisement. Teaching position 2017. Maya English Indo Senior High School. Maya English Indo Senior High School seeks application from suitably qualified teachers for position commencing February 2017."

Teacher : "Good, Salsa. Next, Sadam"

Sadam : "Applicants are invited to visit the website for more details, including a full position description of the position advertised below."

Teacher : "Next, Athar."

Athar : "Teacher of English and SOSE. Full time permanent position."

(The teacher calls the students one by one to read the advertisement text.)

(Observation on June 5, 2017)

The teacher asked the students to read the text one by one in front of the class. This technique is to improve the pronunciation while reading and also the intonation.

3.1.2 Silent Reading

Silent reading means reading without pronouncing the words. The student just read the text for their own self. This can improve the students concentrate of the sentence. The

researcher found the technique of silent reading as the result of the interview and observation at Law Faculty of Muhammadiyah University of Surakarta. For example, when the teacher asks the student to open the book and then read the text without pronouncing the words on fifteen minutes. The material is from *Introduction to the Standarized English Test* book. The teacher discusses letter on page 182.

For example:

Teacher : "Open your book page 182. Read the letter in 15 minutes, and then answer the following question."

Student : "Yes, sir."
(The student reads the letter on their own book.)

Teacher : "Write your answer on the paper."

Student : "Yes, sir."

Teacher : "Have you done?"

(setelah siswa membaca mengerjakan soal pada kertas, kemudian dikumpulkan untuk dinilai)

(Observation on June 12, 2017)

The teacher asked the students to read the text in fifteen minutes to find the information of the text. Silent reading can improve the students in comprehending the text.

3.1.3 Translating Sentence

Translating sentences is the activity to translate the word or sentence on the text. This can be done by students but when they find the difficult words or sentences, they can ask the teacher. By this activity, the students can enrich their vocabulary.

The researcher found this technique of translating sentence as the result of interview and observation at Law Faculty of Muhammadiyah University of Surakarta. For example, when the teacher talks about advertisement text. The teacher reads the sentence and asks the student to translate. The material is from *Introduction to the Standarized English Test* book. The teacher discusses advertisement text on page 180.

For example:

Teacher : "Applicants are invited to visit the website for more details, including a full position description of the position advertised below."

"What is the meaning of the sentence?"

"Who is can translate to Indonesia?"

Sadam : "Me, sir."
"Para pelamar disarankan untuk mengunjungi alamat web yang tersedia untuk mengetahui lebih lanjut, termasuk semua deskripsi posisi yang di tawarkan."

Teacher : "Great, Sadam."

"Thanks, you!"

"Full time permanent position."

"What is the meaning of the sentence?"

”Salsa : “*Posisi penuh waktu yang tetap.*”

Teacher : “Thank you, Salsa”

(The teacher with the student translate the sentences on the text.)

(Observation on June 5, 2017)

The teacher asked the student to translate the sentence to make the students easily to understand the text. This technique also enriches their vocabulary.

3.1.4 Summarizing

Summarizing has a purpose to help the student condense written information and present it in their own word. The researcher found the technique of summarizing as the result of the interview and observation at Law Faculty of Muhammadiyah University of Surakarta. The teacher asks the students to find the purpose of the letter. The material is from *Introduction to the Standarized English Test* book. The teacher discusses letter on page 180.

For example:

Teacher : “What is the purpose of this text, fariz?”

Fariz : “To share the information about job advertisement
on maya English Indo Senior High School.”

Teacher : “Good, Fariz.”

(*Guru memberikan pertanyaan yang sama dengan teks yang berbeda*)

(Observation on June 5, 2017)

This technique can help the students easily understand and get the information from the text.

3.1.5 Question and Answer

In this technique, the teacher asked the student to answer some questions from the teacher or from the text. It can help the students comprehend the text and make the student more active in the class. The researcher found the technique of question and answer as the result of the interview and observation at Law Faculty of Muhammadiyah University of Surakarta. The teacher asks the students to answer some questions. The material is from *Introduction to the Standarized English Testbook*. The teacher discusses letter on page 182.

For example:

Teacher : “What is the letter about?”

Tama : “Planning to stay in Indonesia for the holidays.”

Teacher : “Right, then, who will pick up Jonathan in the
airport?”

Ersa : “Naufal”

Teacher : “Sure.”

”Why will Jonathan visit Indonesia?”

Regi : “For vacation.”

Teacher : “Good, Regi.”

(*Guru dan siswa melakukan sesi tanya jawab untuk mengetahui apakah siswa faham dengan teks tersebut*)

(Observation on June 12, 2017)

This technique can improve the students ability to comprehend the text by answering the question based on the text. And also the teacher can make the students more active while teaching-learning process.

The teacher used the appropriate classroom technique based on the situation on the class. That classroom techniques are useful at Law Faculty of Muhammadiyah University of Surakarta. The students interest with the materials that explained by the teacher. There are some students that feel bored but the teacher can handle it well by using variant classroom technique. The finding of the researcher are equal with the theory of Wallace (1996:54-56) who that said there are two techniques for teaching reading, namely: silent reading, and reading aloud.

3.2. The implementation of classroom technique in developing students' reading skill

Every classroom technique has different technique to implementate in the class. They also have different purpose while implementing to the students in the class. At Law Faculty of Muhammadiyah University of Surakarta, the implementation of the classroom technique is based on the classroom situation. The researcher found how the technique was implemented are:

3.2.1 Reading Aloud

In this technique, the teacher asked the students to read the text loudly or read he text by pronouncing the word. Reading aloud has two purposes here: to improve the students' pronunciation and to practice fluency in reading. The teacher implements this technique by asking the students read some text loudly in front of the class. While the student read the text, the teacher asked to the other to pay attention and listen carefully how their friend read.

For example, The material is from *Introduction to the Standarized English Test* book. The teacher discusses advertisement text on page 180.

Teacher : "Open your book page 180. Read the advertisement in fronts of the class. I will call your name one by one."

"Salsa, please read the text!"

Salsa : "Job advertisement. Teaching position 2017. Maya English Indo Senior High School. Maya English Indo Senior High School seeks application from suitably qualified teachers for position commencing February 2017."

Teacher : "Good, Salsa. Next, Sadam"

Sadam : “Applicants are invited to visit the website for more details, including a full position description of the position advertised below.”

Teacher : “Next, Athar.”

Athar : “Teacher of English and SOSE. Full time permanent position.”

(The teacher calls the students one by one to read the advertisement text.)

(Observation on June 5, 2017)

The teacher calls the students one by one to read the sentence. When the students get wrong on pronouncing some words or sentences, the teacher can correct the wrong pronunciation into the right pronunciation. By this technique, the student knows how the word or sentence pronouncing. And also, it makes the students more fluent in reading because they have habituated to read a text

3.2.2 Silent Reading

Silent reading means reading the text without pronouncing the word or sentence. The student just read the text for themselves on several times that given by the teacher. This can help the students to exercise their concentration. So they can comprehend the text easily.

For example, The material is from *Introduction to the Standardized English Test* book. The teacher discusses letter on page 182.

Teacher : “Open your book page 182. Read the letter in 15 minutes, and then answer the following question.”

Student : “Yes, sir.”

(The student reads the letter on their own book.)

Teacher : “Write your answer on the paper.”

Student : “Yes, sir.”

Teacher : “Have you done?”

(Setelah siswa membaca mengerjakan soal pada kertas, kemudian dikumpulkan untuk dinilai)

(Observation on June 12, 2017)

3.2.3 Translating sentences

This technique has a purpose to enrich the vocabulary of the students. The implementation of translating sentences at Law Faculty of Muhammadiyah University of Surakarta is asked by the student to translate some words or sentences. Translating sentences can help the students to easily understand the purpose of the text. This, can be done by the students. But when they find a difficult word or sentence, the student can ask to the teacher.

For example, the material is from *Introduction to the Standardized English Test* book. The teacher discusses advertisement text on page 180.

Teacher : “Applicants are invited to visit the website for more details, including a full position description of the position advertised below.”

“What is the meaning of the sentence?”

“Who is can translate to Indonesia?”
 Sadam : “Me, sir.”
“Para pelamar disarankan untuk mengunjungi alamat web yang tersedia untuk mengetahui lebih lanjut, termasuk semua deskripsi posisi yang di tawarkan.”
 Teacher : “Great, Sadam.” “Thanks, you!”
 “Full time permanent position.”
 “What is the meaning of the sentence?”
 Salsa : “Posisi penuh waktu yang tetap.”
 Teacher : “Thank you, Salsa”

(The teacher with the student translating the sentences on the text.)

(Observation on June 5, 2017)

3.2.4 Summarizing

By summarizing the text, the student can easily understand the purpose of the text. This technique is implemented by asking the student to find the main idea of the text. The students can make the summary of some texts by their own words.

For example, The material is from *Introduction to the Standarized English Testbook*. The teacher discusses letter on page 180.

Teacher : “What is the purpose of this text, fariz?”
 Fariz : “To share the information about job advertisement on maya English Indo Senior High School.”
 Teacher : “Good, Fariz.”

(Guru memberikan pertanyaan yang sama dengan teks yang berbeda)

(Observation on June 5, 2017)

3.2.5 Question and Answer

Question and answer is the classroom technique that teachers always use to make the students more active in the class and also to know how the students understand the text discussed. This technique is implemented by asking the students to answering some question based on the text.

For example, The material is from *Introduction to the Standarized English Test book*. The teacher discusses letter on page 182.

Teacher : “What is the letter about?”
 Tama : “Planning to say in Indonesia for the holidays.”
 Teacher : “Right, then, who will pick up Jonathan in the airport?”
 Ersal : “Naufal”
 Teacher : “Sure.”
 “Why will Jonathan visit Indonesia?”
 Regi : “For vacation.”
 Teacher : “Good, regi.”

(Guru dan siswa melakukan sesi tanya jawab untuk mengetahui apakah siswa faham dengan teks tersebut)

(Observation on June 12, 2017)

The finding is relevant with the theory of Wallace (1996:54-56) who that said there are two techniques for teaching reading, namely: silent reading, and reading aloud.

3.3. Teachers' Role

The teacher has important role in teaching learning process. In teaching reading skill, the teacher has a crucial role to reach the teachers' goals. There are some teachers' roles at Law Faculty of Muhammadiyah University of Surakarta in teaching reading skill, such as: 1) Teacher as a planner 2) Teacher as a model 3) Teacher as a controller 4) Teacher as a motivator. The finding is relevant with the theory of Richard (1990:13) who that said the roles of teacher adopt from the basis for teachers' decision on how the programs' activities, techniques, and learning experiences can best be used to bring about learning. The teachers' roles using an explicit instructional approach are: as a model, scaffolding, thinking aloud, coaching and guiding, reflecting, and exploring.

3.4. Students' Role

The students have important role in teaching-learning process too. At Law Faculty of Muhammadiyah University of Surakarta, the researcher found some students' role, as 1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom 2) The learner is monitor and evaluator of his or her own progress 3) The learner is a tutor and member of a group that learns by interacting with others. The finding is relevant with the theory from Richard and Rogers (1985:22) who that said there are five aspects of students' roles, are: the learner is as the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, the learner is as a monitor and evaluator of his or her own progress, the learner is as a member of a group and learns by interacting with others, the learner is as a tutor of others learners, and the learners learn from the teacher, from the other students and other teaching sources. At Law Faculty of Muhammadiyah University of Surakarta, the researcher found three students role that explain above.

4. CONCLUSION

The researcher presents a conclusion about types of classroom technique used by the lecturer in developing students' reading skill at Law Faculty of Muhammadiyah University of Surakarta such as reading aloud, silent reading, translating sentence, summarizing, and question and answer. 1) The implementation of reading aloud by asking the students to read

the text by pronouncing the word in front of the class. 2) The implementation of silent reading by asking the students to read the text without pronouncing the word and just read the text for their ownself. 3) The implementation of translating sentence by asking the student to translate some word or sentence based on text. 4) The implementation of summarizing by asking the students to find the main idea of the text and retell with their own word. 5) The implementation of question and answer by asking the students to answering the following question based on the text or the question from the teacher. The finding is relevant with the theory of Wallace (1996:54-56) who that said there are two techniques for teaching reading, namely: silent reading, and reading aloud.

In developing students' reading skill, the teachers has important roles such as 1) Teacher as a planner 2) Teacher as a model 3) Teacher as a controller 4) Teacher as a motivator. The finding is relevant with the theory of Richard (1990:13) who that said the roles of teacher adopt from the basis for teachers' decision on how the programs' activities, techniques, and learning experiences can best be used to bring about learning. The teachers' roles using an explicit instructional approach are: as a model, scaffolding, thinking aloud, coaching and guiding, reflecting, and exploring

The students have important roles in teaching learning process of reading such as 1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom 2) The learner is monitor and evaluator of his or her own progress 3) The learner is a tutor and member of a group that learns by interacting with others. The finding is relevant with the theory from Richard and Rogers (1985:22) who said that there are five aspects of students' roles, are: the learner is as the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom, the learner is as a monitor and evaluator of his or her own progress, the learner is as a member of a group and learns by interacting with others, the learner is as a tutor of others learners, and the learners learn from the teacher, from the other students and other teaching sources.

The materials that the teacher used are the book of *Introduction to the Standarized English Test* book and the text is from the teachers.

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